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ABSTRACT

The Career Guidance Institute was attended by eighteen South Bend, Indiana, educators. Among them were administrators, counselors, and teachers. Each individual visited nine of eighteen cooperating businesses and industries and wrote a report on one of them. Also included in the institute program were films, an orientation meeting, a two-day workshop, and discussion groups on the techniques and strategies for career planning. Pre- and post-tests were given to the institute participants to determine their familiarity with the required education, training, yearly income, and occupational mobility for 30 job titles. Participants were also asked to record their perception of their own knowledge of career guidance. Scores were uniformly higher on the post-test, the margin of difference between scores for the same item showing some variation. The participants generally agreed the institute accomplished its objectives and plans for implementation of career guidance programs were stated. (Each of the eighteen written reports included a description of the place of visitation, what it does, the number of employees, its job opportunities, fringe benefits, future occupational needs, and related information.) (AG)

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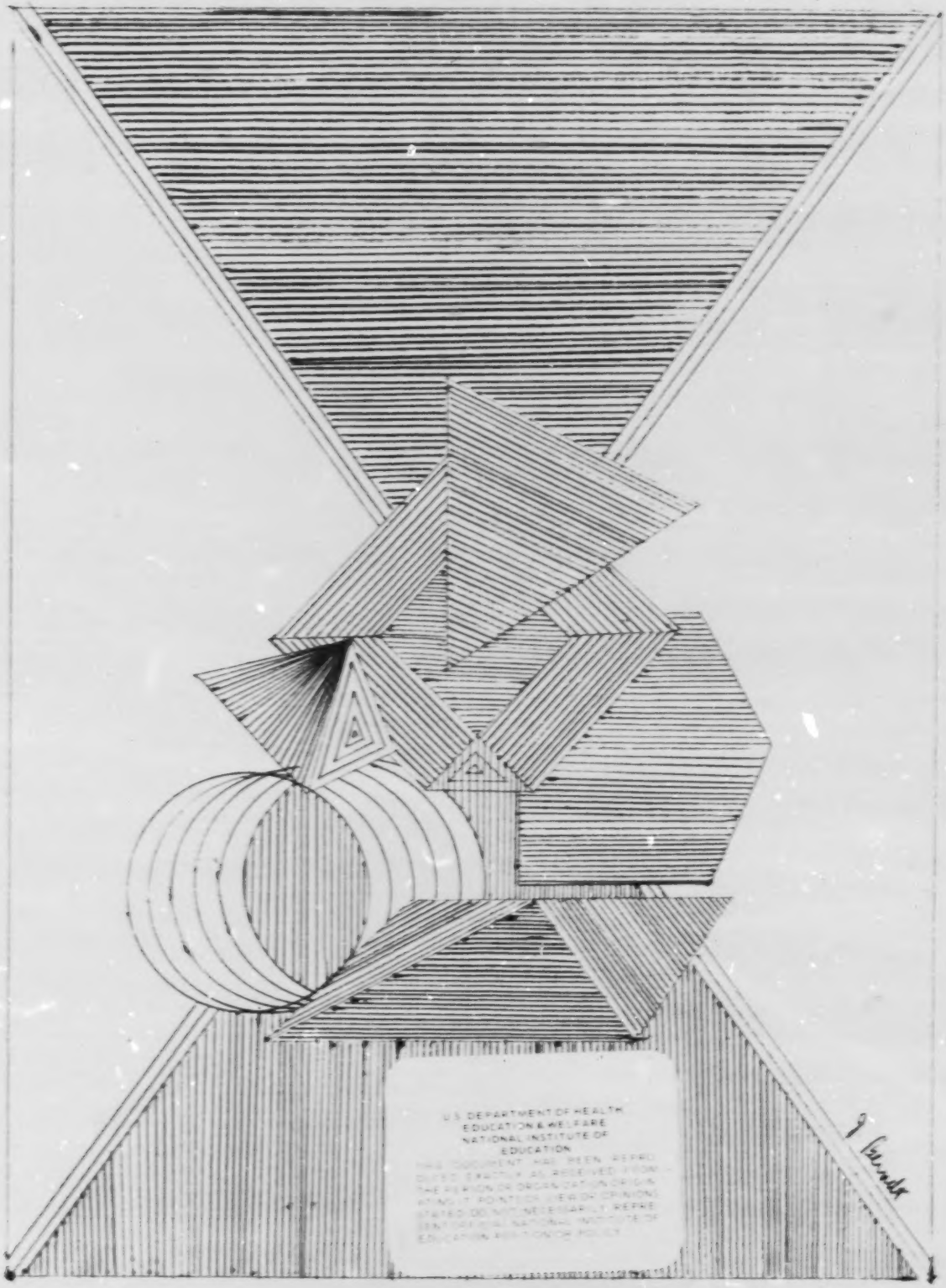
CAREER GUIDANCE INSTITUTE



South Bend, Indiana

1973

CE001 117

FINAL REPORT

of

CAREER GUIDANCE INSTITUTE

SPONSORED BY

NATIONAL ALLIANCE OF BUSINESSMEN
THE SOUTH BEND COMMUNITY SCHOOL CORPORATION
INDIANA UNIVERSITY AT SOUTH BEND
SOUTH BEND JAYCEES, INC.

Mrs. Norma Elaine Schenck, Project Director
South Bend Community School Corporation
South Bend, Indiana
May, 1973

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CAREER GUIDANCE INSTITUTE

by

Mrs. Norma Elaine Schenck

I. Introduction

The Career Guidance Institute implemented in South Bend, Indiana, in 1973 was developed through the cooperation of the National Alliance of Businessmen, the South Bend Jaycees, Inc., Indiana University at South Bend, and the South Bend Community School Corporation. A joint industry-education committee was organized to formulate plans for the proposed Career Guidance Institute as follows:

Dr. Eldon Ruff, Chairman of Education, Indiana University at South Bend

Mr. Emil W. Reznik, Vice President, Human Resources Department, Associates Corporation of North America

Mr. Gerald T. Borcheis, Personnel Manager, Torrington Company

Mr. Darrell Kraft, Guidance Coordinator, South Bend Community School Corporation

Mr. Jack Ellis, South Bend-Mishawaka Area Chamber of Commerce

Mr. Walter Gollnick, President, South Bend Jaycees, Inc.

Mr. Joseph Sanders, National Alliance of Businessmen Metro Chairman

Mr. Wesley K. Johnson, Coordinator, National Alliance of Businessmen

Mrs. Norma Elaine Schenck, Business Education Coordinator, South Bend Community School Corporation

The Career Guidance Institute concept was explained to the joint industry-education committee at the organizational meeting on November 20. Industry members agreed to contact several business firms in the area to seek their support for the project. A luncheon meeting was held on November 30 to discuss details of the proposal that would be submitted to the National Alliance of Businessmen. Also, the selection criteria for applicants was discussed.

The proposal was submitted in December and the N.A.B.-CGI Subcontract was executed on January 16, 1973. The joint committee met in January to finalize plans for the Career Guidance Institute. Twenty applicants were accepted and nineteen companies agreed to participate. A pretest (See Appendix A) was developed and given to participants.

An orientation meeting for educational and industry participants was held at Associates Corporation of North America on Thursday evening, January 18. The goals and objectives of the institute were explained, career education was discussed, and a career guidance film was shown.

A two-day workshop was held at the Associates Lodge near Niles, Michigan, on January 26 and 27. Two consultants, Dr. Vincent Peterson of Indiana University at South Bend and Mr. John Bullock of Associates Corporation of North America, worked with the educational participants on Friday evening on self-awareness through group processes.

On Saturday, participants viewed the film, "I want to Be" and saw a video tape of Joel Smith's Nashville Workshop presentation which dealt with career development and career planning.

The participants then divided into groups (high school, middle school, administration, and counselor) to analyze techniques and strategies for career planning. Materials were distributed for participants' use in developing career education plans for their schools.

In February and March, participants were scheduled for tours of the nineteen business firms as follows:

A M General Corporation
American National Bank
Associates Corporation of North America
Bendix Corporation
Career Resource Center
Dodge Manufacturing Corporation
First Bank & Trust Company
Goldblatt Brothers, Inc.
Indiana State Employment Service
Roach-Appleton Manufacturing Company
Robertson's Department Store
St. Joseph Bank & Trust Company
St. Joseph Hospital
Sears, Roebuck and Company
Sibley Machine & Foundry Corporation
South Bend Farm Equipment Company
South Bend Lathe
South Bend Tribune
Torrington Company

Each person enrolled in the CGI selected nine site visitations from the above; all were encouraged to visit the Indiana State Employment Service as well as the Career Resource Center. Each person was assigned one company for which a report was written.

On April 30 the final meeting for all participants were held. At this meeting a student panel presented their reactions to the tours. Oral presentations were also made by the representatives in school groups concerning their plans for implementation of career guidance in each school.

The Institute was also evaluated by the participants in written form. Those who took part in the CGI were in general agreement that it was a worth-while experience and that more such institutes should be conducted. Constructive criticism was also received regarding changes that would improve another such endeavor. (See Section IV.)

The pretest was given to participants preceding the Institute and the post test collected following the Institute. An analysis and comparison of the pretest-post test responses can be found in Section IV of this report.

Although it was originally planned to develop a slide presentation of the Career Guidance Institute in South Bend, this goal was not accomplished. Some companies preferred that pictures not be taken. Also, because of the short span of time allowed for the Institute, there was insufficient time to make all of the necessary arrangements. Perhaps this goal could be accomplished if another such Institute is developed.

The educational participants received three hours of credit through Indiana University at South Bend. Dr. Eldon Ruff, Chairman of Education at Indiana University, was of tremendous help in the planning and organization of the Institute. Miss Kim Powers of the Career Resource Center assisted with the planning and conducting of the tours as well as making the materials of the Career Resource Center available to the participants.

II. Company Reports

AM General Corporation
701 West Chippewa Avenue
South Bend, IN 46623
287-5011

Contact: Mr. Jon D. St.Clair
Assistant Director
Industrial Relations

Report By: Mr. Robert Slauson
Principal
Harrison School

Description: AM General Corporation is a subsidiary of American Motors Corporation with one plant in South Bend and the other in Mishawaka, Indiana. The plant of the South Bend Division was formerly owned by Kaiser Jeep. AM General Corporation is a heavy industry assembly plant.

Product Produced: Currently, army jeeps and postal vehicles are assembled by AM General workers. In the past AM General has had contracts for 2 ½ and 5-ton Army trucks.

Number of Employees:

Professional, Technical, Managerial	150
Clerical and Sales	300
Service (Guards-Courtesy Drivers)	68
Processing	80
Machine Trades	25
Bench Work	50
Miscellaneous (Assemblers)	1,000
Total Employees	1,673

Job Opportunities and Suggested Scholastic Background: The employment opportunities fluctuate depending upon contracts awarded to the company. AM General will hire a young person just out of high school provided the individual is 18 years of age. There are opportunities for a limited number of general clerical and secretarial trained applicants. Also, there is a limited need for college graduates in engineering and accounting.

Entry Job Opportunities for Less Than High School Graduates: For many of the basic assembly operations, a high school diploma or an equivalent is not needed. Most of the assembly line work is not technical in nature.

Future Occupational Needs: There is a continuing demand for good mechanics, body builders, welders (gas, arc, and wire), and paint sprayers.

Special Educational and Training Opportunities: AM General has little available in terms of special educational and training opportunities. They have a small apprenticeship program (4 years) for electricians, tool and die makers, and pipe fitters. These must be registered in Washington D. C. Other than this, on-the-job training is basically all that is offered.

AM General offers no financial assistance for any professional educational improvement on the part of any employee.

Plant Tours By Student Groups: AM General Corporation can be toured by groups of 15 to 20 people if arrangements are made at least ten days in advance. Student groups should be at least of Junior High School age or older.

Educational Materials: There are no special educational materials available.

Occupational Speakers: No particular people are designated to talk to groups.

Contact Person for School Personnel:

Mr. Jon D. StClair, Assistant Director, Industrial Relations
Mr. Mike Botich, Supervisor, Labor Relations

Recommended Methods of Seeking Employment: Applicants may apply directly to the Personnel Department of the South Bend Division. Employees are also hired through the services of the Indiana State Employment Office and private employment agencies.

American National Bank & Trust Company
101 North Main Street
South Bend, IN 46601
234-4111

Contact: Mrs. Lea Wood
Director of Personnel

Report By: Mr. Thomas I. Black
Riley High School

Description: The American National Bank & Trust Company is located in downtown South Bend in the twenty-five floor American National Bank Building. With the opening of the Scottsdale Mall Branch in 1973, there will be five branches.

Services Rendered: This is a full-service bank that offers a wide range of services to individuals and corporations. Major categories include bonds, debentures, safe-depositories, checking accounts, savings accounts, loans, trusts, mortgages, the sale of Price Mobile Homes, etc.

Number of Employees:

Professional and Managerial	28
Clerical and Sales	45
Tellers	37
	110
Plus Part-Time Help	20
Total Employees	130

Job Opportunities and Suggested Scholastic Background: A neat, clean, intelligent, and affable person who has an aptitude for figures and detailed work is desired. A high school diploma is suggested but not absolutely necessary for entry-level positions. College graduates with degrees in general business with accounting are preferred for managerial positions. It is not impossible for employees without a college background to be promoted into management.

Entry Job Opportunities for Less Than High School Graduates: Opportunities are limited but do exist. Clerical work involving check filing and mailing of statements and teller positions could be filled with persons who do not possess a high school diploma.

Future Occupational Needs: At the time the new branch opens, nine tellers and two managerial positions will be filled. As the population increases, job opportunities are growing in the field of banking. Job prospects are very good for young men between the ages of 20 and 25 with a college background. The use of computers has increased job opportunities. There are openings at all levels for minorities who are qualified. There is a yearly turnover of 30 to 50 per cent.

Special Educational and Training Opportunities: The American National Bank & Trust Company will pay for courses taken through the American Institute of Banking and also for college courses which are related to banking. Most training is on-the-job. Some seminars are developed for executives.

Business Tours For Student Groups: Tours are available for student groups through the Personnel Department.

Educational Materials: Pamphlets are available for student services. Also, films can be obtained.

Occupational Speakers: The following bank employees will speak to student groups:

Mr. Carl R. Erickson, Installment Loan Department
Mr. Robert J. Horvath, Marketing Department
Mrs. Lea Wood, Personnel Department

Teachers should make arrangements 30 days prior to the desired speaking date.

Contact Person for School Personnel:

Mrs. Lea Wood, Director of Personnel
Mr. Robert Horvath, Vice President, Marketing Department

Recommended Methods of Seeking Employment:

1. Indiana State Employment Service--take General Aptitude Test Battery
2. Personnel Office of the American National Bank & Trust Company--apply in person
3. Cooperative Office Education program of the South Bend Community School Corporation--recommended by teacher-coordinator.

Approximate Starting Salary:

Tellers	$ 340.00 per month
General Clerical Workers	315.00 per month
Junior Officers	7,200 up per year
Vice Presidents	16,000 up per year

In addition, profit-sharing plans are available to employees and their performance is reviewed annually.

Other: The American National Bank & Trust Company would not hire a person with a police record.

Associates Corporation of North America
1700 Mishawaka Avenue
South Bend, IN 46624
288-9141

Contact: Mrs. Mary Springman
Personnel Assistant

Report By: Mr. Roman Sysyn
Riley High School

Description: Associates, a subsidiary of Gulf + Western Industries, is one of the nations's leading financial institutions with diversified interests in consumer finance, commercial finance, insurance and related services.

Services Rendered: A wide range of financing and insurance plans are available to individuals, corporations, and/or government agencies.

MAJOR CATEGORIES --

1. Discount or Automobile business
2. Personal Loans
3. Commercial Loans and Leasing operations
4. Heavy Duty Truck, Mobile Home, Farm Equipment financing
5. Special financing plans
6. A full line of insurance

Number of Employees:

Professional, Technical, Managerial	2,823
Clerical and Sales	4,812
Service	145
Miscellaneous - Craftsmen Operatives	37
Total Employees	7,817

Job Opportunities and Suggested Scholastic Background: Jobs range from unskilled to highly-skilled, technical ones. Each carried a different set of specifications. Entry jobs require little skills ability. Others require basic skills and highly skilled jobs require college degrees of BA or BS, while some require a Masters degree plus experience. Career opportunities are determined by the applicant's interest, background, education, and experience.

Entry Job Opportunities for Less Than High School Graduates: The Associates accepts applicants with little if any special skills for positions in Maintenance or General Clerical areas. Good general knowledge, willingness to work, and a desire to get started are the basic requirements for these positions; e.g. General Clerks, File Clerks, Mail Clerks, or Janitors.

Future Occupational Needs: With the implementation of AIMS, Associates Information Management System, an on-line data processing system, needs will change from the semi-skilled accounting person to the highly skilled accountant specialized in analyzing data. They continue to see the need for clerical personnel with typing and secretarial abilities plus the supervisory/management people and technical personnel.

Special Educational and Training Opportunities: Associates uses an on-the-job training program for most of the positions in the South Bend operations; however, they do have several programmed instruction courses for field operations.

Management seminars are offered when applicable.

They are presently studying a new approach to skills development through in-house training aimed at learning clerical skills and/or developing latent talent for entering the job market or promotional advancement.

The Associates makes available to its employees an Educational Assistance plan. This program is designed to help employees who wish to further their education, or improve their skills, through courses offered outside the company at any accredited school. After the course has been completed with a passing grade, the employee is reimbursed 85 per cent of the tuition cost.

Business Tours For Student Groups: The Associates welcomes the opportunity to explain their services and career opportunities to students and offers guided tours of the offices. To arrange a tour, call the Tour Coordinator, 284-2946.

Educational Materials: The film strip "Money at Work" telling about the Associates' history is available and speakers can be made available for speaking engagements.

Library facilities house many educational tools for self-improvement.

Occupational Speakers: Generally, a representative of the Human Resources Department will talk to groups, but if advised in advance of the basic interest of the group, they will provide a speaker with expertise in that given field.

Contact Person for School Personnel:

Mrs. Mary A. Springman - Human Resources Representative
Telephone - 284-2392

Recommended Methods of Seeking Employment: Make application in person at the Human Resources Department, 1700 Mishawaka Avenue, South Bend, Indiana 46624. This enables an individual to receive a personal interview at the time he or she makes application.

General Impressions of Reporter: The reporter's first impression of The Associates was that they seem to have a lot of money, with a resort atmosphere. He noted that there was apparent class and status distinction with the secretaries and executives in the front office behind beautiful desks and panelled walls while many workers worked in a tiled-floor environment. It was noted that there are apparently many routine type jobs; this may or may not be a disadvantage depending upon the individual.

The reporter felt that for the degreed person and technically skilled individual The Associates offers a variety of opportunities.

The Bendix Corporation
401 North Bendix Drive
South Bend, IN 46620
233-4141

Contact: Mr. Bernard A. Hoye
Manager of
Employee Services

Report By: Mrs. Gwen Stines
Counselor
LaSalle High School

Description: The Bendix Corporation consists of three divisions in South Bend and one plant in Mishawaka: Energy Controls, Brake and Steering, and Automotive Aftermarket in South Bend and Missile Operations in Mishawaka. The company started with the production of automobile brakes and branched into aircraft components and finally to missile design and assembly. Production is scheduled by five-year planning forecasts. The Energy Controls and Missile Operations manufacture mainly assemblies for military contracts, whereas, the Brake and Steering Division manufactures automobile components for commercial contracts. The Automotive Aftermarket is the distributor for the Brake and Steering products.

The Energy Controls Division produces fuel controls, landing gears, wheels and brakes for military and commercial aircraft. Approximately 35 per cent of their business is concerned with commercial aviation.

Number of Employees: (Energy Controls Division)

Professional, Technical, Managerial	922
Clerical and Sales	150
Machine Trades and Bench Work	1,224
Total in Energy Controls Division	2,296
Automotive Aftermarket	450

Job Opportunities and Suggested Scholastic Background: The Bendix Corporation has openings from unskilled and semiskilled workers to highly trained apprentice and vocational school graduates. Most job opportunities are in three areas: college or trade school graduates in management and technical areas, clerical and secretarial graduates, and semiskilled or unskilled shop labor. Presently, the average age of hourly workers is from 45 to 50. Because of the union, hourly workers enjoy many "fringe" benefits unique to a larger corporation including hospitalization, disability insurance, paid sick leave, paid holidays, grievance procedures, and seniority rights.

Many college trained people are employed in the areas of business management and engineering. It is important that these people as well as the clerical employees develop communication skills - written and verbal.

Entry Job Opportunities for Less Than High School Graduates: Some job opportunities are available for people with less than a high school diploma in the areas of maintenance and machine operations. Successful previous machine operation experience may be as desirable as formal education.

Future Occupational Needs: Bendix forsees a need for more well-trained machine operators in the future. Also, the services of business management and engineering graduates will be required.

Special Educational and Training Opportunities: Employees with a general knowledge of machines may receive "on the job" training on specific machines.

Plant Tours By Student Groups: Tours are available to students as circumstances and schedules permit.

Educational Materials: Brochures and pamphlets about The Bendix Corporation are available.

Occupational Speakers: Speakers are selected according to the stated interests and needs of the requesting organization.

Contact Person for School Personnel:

Mr. Bernard A. Hoye, Manager of Employee Services

Recommended Methods of Seeking Employment: Individuals seeking employment at Bendix should make application at the Employment Office located inside Gate 6 on Bendix Drive.

Dodge Manufacturing Division
Reliance Electric Company
Union Street
Mishawaka, IN 46544
259-5701

Contact: Mr. Steve Dorbin
Personnel Assistant and
Training Supervisor

Report By: Miss Kim Powers
Career Resource Center
Mr. Thomas Black
Riley High School

Description: In 1967 Dodge Manufacturing Company merged with Reliance Electric Company and became known as the Dodge Manufacturing Division. The companies complement each other in that Dodge is mechanical and Reliance is electrical in nature. Dodge also has a plant in Tennessee; there were not enough skilled machining operators in the Mishawaka area.

Product Produced: Dodge makes power transmission machinery. It grinds and polishes metal castings to the customer's specifications or for its own use. Dodge has its own foundry. Typical products are bearings, speed reducers, speed drives, conveyor pulleys, etc.

Number of Employees:

Managerial	300
Clerical and Sales	500
Machine Trades	1,000
Total Employees	1,800

The clerical workers belong to Union #3385 and the machine trades workers are members of Union #1191 of U. S. Steel Workers.

Job Opportunities and Suggested Scholastic Background: Openings are usually available for individuals who are machine oriented and have a knowledge of math. High School/trade school graduates are favored who have drafting, blueprint reading, and trade math courses.

Entry Job Opportunities for Less Than High School Graduates: Individuals who have not completed high school are hired if they have a machine background and are at least 18 years of age.

Future Occupational Needs: The company will probably move from general machining to heavy machining work; therefore, there will be a need for individuals skilled on the big machines. There will continue to be a need for clerical workers.

Special Educational and Training Opportunities: Some young people are put through the apprenticeship program. On-the-job training is available to all. For those who show promise, RETS Technical College is available.

Plant Tours By Student Groups: Tours can be arranged for student groups over 16 years in small groups if arrangements are made several weeks preceding the tour.

Educational Materials: Dodge has no educational materials for student use.

Occupational Speakers: Speakers are not generally available.

Contact Person for School Personnel:

Mr. Steve Dorbin, Personnel Assistant and
Training Supervisor

Recommended Methods of Seeking Employment: Interested applicants may apply directly to the company personnel office or through the Indiana State Employment Service. Special consideration is given to veterans. Employment tests are given for some openings. Clerical applicants take a typing and eye coordination test. Machine trades applicants are given a math test.

Usually new men are assigned to the second shift. The first shift usually comes with seniority. School attendance is checked and is a factor in hiring.

Other: Absenteeism is the biggest reason for employees being released. The average wage in the shop is $4.40 per hour with very skilled workers earning over $5 per hour. Employees enjoy steady employment as there are very very few lay-offs.

First Bank and Trust Company
133 South Main Street
South Bend, IN 46601
287-1881

Contact: Mr. Edward Fogarty, Jr.
Personnel Director

Report By: Mr. Robert Majewski
LaSalle High School

Description: The main office of the First Bank and Trust Company is located in downtown South Bend. There are ten branches of the First Bank located in various areas of the city.

Services Rendered: The First Bank and Trust Company is a full service commercial bank that offers a wide range of services to individuals and corporations.

Number of Employees:

Professional and Managerial	69
Clerical and Sales	241
Service	10
Total	320

Job Opportunities and Suggested Scholastic Background:

Clerical -- This is the most common entry level work for high school graduates with no experience. Typing and basic business courses are recommended. The starting salary is $315 per month.

Secretarial -- Applicants for secretarial positions must be good typists; shorthand and basic business courses are recommended. Business college or work experience is helpful. The beginning salary is $350 per month.

Tellers -- A background in math and the ability to use an adding machine is needed by individuals who want to become tellers. The salary for beginners if $350 per month.

Managers -- A college degree with a major in business is recommended. Starting salaries range from $600 to $700 per month.

Entry Job Opportunities for Less Than High School Graduates: Applicants without a high school diploma will be considered for clerical and teller openings if they possess the skills and have had some work experience.

Future Occupational Needs: There will continue to be openings for general clerical workers, tellers, secretaries, and middle management people. A need was expressed for women at the middle management level. Also, because of a 39 per cent turnover last year when the bank went to Saturday hours, more part-time help will be used.

Special Educational and Training Opportunities: Employees may take courses through the American Institute of Banking or they may take advantage of the aid program which pays 85 per cent of tuition for college courses and the remaining 15 per cent upon successful completion of a college program.

Tellers receive three weeks of on-the-job training after which they spend three weeks with a head teller before they have their own window. Tellers can advance from Teller to Certified Teller to Senior Teller.

All management personnel go through a six month training on overall banking. Management trainees spend from three to five years in the Management Trainee Program.

Business Tours by Student Groups: First Bank & Trust Company does not encourage student tours because of the doubtful value of such tours to students. However, they will arrange tours upon request.

Educational Materials: Training materials are those limited to teller training: films, booklets, and bank forms including deposit slips, withdrawal slips, checks, etc.

Occupational Speakers: Speakers are available on specific as well as general areas of banking.

Contact Person for School Personnel:

Speakers or Tours: Mr. J. A. Walsh, Marketing Department
Employment : Ms. Linda Kapiszka, Assistant Personnel Director

Recommended Methods of Seeking Employment: Applicants may apply in person in the Personnel Department by completing an application and having an interview. Personality is important. The Personnel Department processed 1,500 applications last year.

Goldblatt Brothers, Inc.
2460 Miracle Lane
Mishawaka, IN 46654
259-5431

Contact: Mrs. Wanda Policinski
Personnel Supervisor

Report By: Mrs. Lois Alyea
Washington High School

Description: Goldblatts is a department store outlet that carries a full line of household goods, wearing apparel, and sundry items. It is a fifty-eight year old firm with the home base in Chicago, Illinois. The firm operates in four states--Wisconsin, Michigan, Illinois, and Indiana with 40 outlets.

Services Rendered: Goldblatts is a complete retail sales operation.

Number of Employees: The total work force is approximately 150.

Professional and Managerial	18%
Clerical and Sales	80%
Service	2%

Job Opportunities and Suggested Scholastic Background: The staff includes the store manager, merchandising superintendent, operating superintendent, department managers, assistant department managers, sales personnel, maintenance workers, display people, stock clerks, interior decorator, personnel supervisor, and a limited number of office employees.

High school graduates who possess a good math background are preferred applicants.

Entry Job Opportunities for Less Than High School Graduates: Opportunities for non high school graduates are very limited.

Future Occupational Needs: The national economic picture as well as employee turnover will determine future needs. The store manager expects the occupational needs to increase somewhat. The major area of need will be in retail sales.

Special Educational and Training Opportunities: Internal training programs directly related to job responsibility and growth are available. Goldblatts tries to build from within. They have a management trainee program.

Generally in retail stores an employee starts at the bottom and works up. Experience counts heavily.

Business Tours By Student Groups: The store manager indicated a willingness to arrange tours for students. There is an auditorium available in the Home Decorating Center for student groups.

Educational Materials: There are no educational materials available.

Occupational Speakers: The Interior Decorator and the Personnel Supervisor are available on request.

Contact Person for School Personnel:

Mr. Curtis, Store Manager
Mrs. Policinski, Personnel Supervisor

Recommended Methods of Seeking Employment: Applicants should apply by filing an application and having an interview in the personnel office. Appearance and alertness is very important. Applicant should apply alone--not as part of a group. Applications are active for six months.

Indiana State Employment Service
304 North Michigan Street
South Bend, IN 46601
233-6175

Contact: Mr. Keith Armstrong
Manager

Report By: Mr. Phil Peregrine
Washington High School

Description: The Indiana State Employment Service was started in 1936. There are 31 full-time offices and 40 part-time offices. On July 15, 1973, the South Bend office will be moved to Jefferson and William Streets. Services handled through the office include unemployment claims, Ivy Tech, Hansel Center, and NABS/JOBS. St. Joseph, Marshall, and Starke Counties are served by the South Bend office. Operation funds come through the Department of Labor.

Services Rendered: The primary services of the Indiana State Employment Service are job seeking assistance and unemployment compensation. In 1972, 6,787 job placements were recorded of which 25 per cent were veterans, 37 per cent females, 16 per cent over age 49, and 28 per cent represented minority groups.

There were over 3,000 counseling interviews recorded in 1972 and 532 people were placed in on-the-job training. The Welfare Department referred 852 recipients of food stamps in an attempt to find employment for them.

Over three million dollars were dispensed in unemployment benefits.

Number of Employees by Level of Work:

Professional	36
Managerial	21
Clerical	17
Total Employees	74

The Indiana State Employment Service Divisions are as follows: Clerical and Professional, Industrial, Service, Domestic, Farm, Public Relations, Counseling, and Labor Market Analysis.

Job Opportunities and Suggested Scholastic Background: A high school diploma is recommended for those seeking employment with the Indiana State Employment Service; however, the services of STEP students are utilized.

Entry Job Opportunities for Less Than High School Graduates: Adults who have not been graduated from high school are considered for employment if they have needed skills or experience.

Future Occupational Needs: The budget of the Indiana State Employment Service is the determining factor in the number of new positions that can be filled.

The occupations that it appears will be most in demand in the future are secretarial, clerical, mechanical and laboratory technicians.

Special Educational and Training Opportunities: Indiana State Employment Service employees are reimbursed for tuition and books if job related courses are taken at Indiana University. Books are sent to Indianapolis for redistribution throughout the state.

Business Tours By Student Groups: Tours are available for small groups of students. The tour would hold little interest for elementary school children.

Educational Materials: A series of pamphlets on various job classification are available upon request as follows:

Airline Ramp Svc.	Airplane Stewardess	Automobile-Body Repairman
Auto. Svc. Mechanic	Baker	Barber
Bellman	Bookkeeper	Bus Boy (Girl)
Cabinetmaker	Carpenter	Carpet Layer
Carry-Out Boy	Chairman	Clerk-Typist
Combination Welder	Computer Operator	Diesel Mechanic
Dental Assistant	Junior Draftsman	Electrical Appliance Svc. man
Electronics Assembler	Electronic Technician	Farm Equip. Mechanic
Farm-Equip. Operator	General Farm Hand	File Clerk
Fireman	Forester Aid	Grounds-Keeper
Guard	Hotel Desk Clerk	Indus. Truck Operator
Key-Punch Operator	Library Assistant	Lifeguard
Light Truck Drive	Machine Presser	Maid
Meat Cutter	Medical-Lab. Asst.	Milking Mach. Operator
Model	Motorcycle Repairman	Newspaper Dist. Advisor
Nurse Aid	Orderly	Office Mach. Svc.
Offset Pressmen	Physical Therapy	Playground Rec. Aide
Police Trainee	Policeman	Policewoman
Post-Office Clerk	Prod. Mach. Operator	Programmer
Radiologic Technol.	Receptionist	Refrigeration Machanic
Sales Clerk	Salesman-Driver	School Bus Driver
Secretary	Sewing Machine Operator	Sheet-Metal Mach. Operator
Shipping Rec. Clerk	Sign Painter	Stock Clerk
Swimming-Pool Svc.	Surgical Technician	Teacher Aid
Telephone Operator	T.V. Svc. & Repair	Teller
Trash Collector	Typist	Upholsterer
Vending Mach. Repairman	Waitress Comb. Girl	Warehouseman
Wig Stylist		

Also available are a series of pamphlets on preparing for the job and the interview:

Looking for Your First Job
How to Prepare Yourself for Job Interviews
Looking for a Job
Do You Want a Job?
Job Hunting
Your Later Job Hunt
Merchandising Your Job Talents
Choosing Your Occupation
Doing Your Best on Aptitude Tests
No Charge? Really!

Class-size packages of the Indiana State Employment Service materials are available on request.

Occupational Speakers: Speakers will be provided if requested.

Contact Person for School Personnel:

Mr. Keith Armstrong, Manager
Mr. Bill Hardy, Counselor at Skill Center

Recommended Methods of Seeking Employment: For employment at the Indiana State Employment Service, an individual must pass a state test. Those who have successfully passed the test are notified of openings in the state. Test dates can be obtained from the Indianapolis office.

Those individuals seeking employment can obtain an application at the reception desk. After determining the type of work the person is interested in, the receptionist will refer him to the appropriate section for interview.

Special Placement Programs: The WIN Program was started in 1970. It is designed to train welfare recipients so that they can be independent. Today it is geared for direct job placement. Of the 113 participants, one-third are on the job.

The Manpower Training Program is designed to train individuals so that they can be placed on a job. Trainees earn $50 weekly.

The Job Corps program usually takes a year to complete; the training is for skilled or semi-skilled jobs for both men and women. To qualify the individual must be between 16 and 21 years of age and come from a low income family. There are 50 centers in the United States.

Roach-Appleton Manufacturing Company
3902 West Sample Street
South Bend, IN 46621
289-6341

Contact: Mr. John Leary, Manager
Personnel and
Industrial Relations

Report By: Mrs. Donna M. Gollnick
Washington High School

Description: Roach-Appleton Manufacturing Company is one of the top producers in the United States of steel outlet boxes and fittings. Their items are sold all over the United States, Canada, and overseas. Sears, Roebuck and Company has presented Roach-Appleton the Symbol of Excellence for seven consecutive years.

Product Produced: Switch outlet boxes and fittings for homes, buildings, and other phases of construction are produced by Roach-Appleton. They produce approximately 500 items. Most items are made of steel; however, plastic is now being used on a limited basis.

Number of Employees:

Professional, Technical, Managerial	73
Clerical and Sales	32
Service (Watchmen)	4
Processing	746
Machine Trades	41
Bench Work	34
Total	930

Fifty-two per cent of the employees are women. The factory workers belong to the International United Electrical Workers union.

Job Opportunities and Suggested Scholastic Background: There are 70 different jobs in the factory; 60 of these jobs do not require high school graduation. The other 10 openings require either a high school diploma or the GED test.

Office positions and technical or managerial openings require high school graduation and sometimes post-high school work. Applicants for the machine maintenance and tool and die apprenticeship programs need a good math background and training in machine processes.

The pay scale varies with the specific job. Following are minimum wage rates:

Incentive Jobs	--	$2.15 per hour plus the incentive over minimum production.
Day Jobs	--	$3.23 per hour

In addition, individuals who work the evening shift receive a 5 per cent bonus and those who work the night shift receive a 10 per cent bonus.

The company provides the normal benefits of insurance, vacations, and profit sharing. The profit sharing plan is unique. Employees may begin to participate after working for two years. For each dollar that the employee invests, the company will pay a dollar and a half.

The plant operates on a three-shift basis; the day shift has the most employees.

Because of stamping and pressing processes, this factory is very noisy. Employees must wear either ear plugs or an approved ear muff; this equipment is provided by the company.

The company is shut down for two weeks over the Fourth of July, and vacations are taken then. Vacations time increases to three weeks and then four weeks after working a specified period of time.

Employees, in our interview after the tour, seemed satisfied and even happy with their work there. One of the women had worked two years while others had worked eighteen years. They were happy with their benefits and the fact that the company was very seldom closed down (the woman who had worked eighteen years had been laid off only once.)

Many of the jobs seemed boring and might become monotonous after a while; these women, though, said that it was not normally boring or monotonous because they were constantly thinking about the number of jobs that they could do during their shift--this is a result of the incentive pay. The woman on day-rate had to work with a machine and keep up to its pace; this normally kept her "on her toes."

Mobility is provided in the factory. Most foremen and timekeepers, etc. took these jobs after working in the factory. There is also mobility to move from one job to another by applying for that position when the opening is posted. In the new job, the employee must stay there at least ninety days before he/she can ask for another transfer.

Entry Job Opportunities for Less Than High School Graduates: The majority of openings at Roach-Appleton do not require high school graduation. All applicants must be at least eighteen years of age. Employees are encouraged to complete their high school work. Most of the factory jobs require only the following: (1) desire to work, (2) keen hand and eye coordination, and (3) good physical health necessary to meet the demands of the job.

Typical jobs available are as follows: press operator, assembler, stamping operator, hanger for zinc bath, inspector, watchman, lift truck operator, etc.

Future Occupational Needs: Because of increased production plans, the company projects that they will require fifty to one hundred more employees during the next year. Automation will probably not diminish the number of employees for several years.

Roach-Appleton is a dependable company that has shown a steady growth rate and has had very steady employment in the past.

Special Educational and Training Opportunities: The company will provide tuition for any employee who is taking classes which are related to his present job or a possible future job with Roach-Appleton.

There are two apprentice programs-- machine maintenance and tool and die. These are four-year programs with on-the-job training and related text instruction. The related instruction usually involves part of the work day spent in classes at Ivy Tech.

The machine maintenance apprentice begins at $3.58 per hour; the tool and die maker at $3.79 per hour.

For apprenticeships, the managers welcome referrals from the South Bend Community School Corporation. Referrals are also received from the Indiana State Employment Service, the Urban League, and employees in the factory. If necessary, the company will advertise the apprenticeship programs.

Plant Tours By Student Groups: Tours can be made available to small high school groups who are at least 16 years of age.

Educational Materials: There is a sales booklet available that shows the products that are produced by the company.

The Career Resource Center has a filmstrip of Roach-Appleton which would show the types of job opportunities and the machines used. The filmstrip can be obtained on a loan basis from the Career Resource Center.

Occupational Speakers: Depending upon the type of request, the personnel department will provide a speaker if possible.

Contact Person for School Personnel:

Mr. John Leary, Manager of Personnel and Industrial Relations
Mr. John Kimmer, Personnel Assistant

Recommended Methods of Seeking Employment: Applicants enter the lobby of the factory on Sample Street. They can obtain an application from the receptionist. After completion of the application, the applicant is interviewed and may be required to take a test for hand-eye coordination.

Robertson's Department Store
211 South Michigan Street
South Bend, IN 46601
233-4111

Contact: Mr. Floyd Hugus
Personnel Director

Report By: Mr. Bill Blauvelt
John Adams High School

Description: Robertson's is the oldest department store in South Bend, Indiana. In addition to the downtown South Bend store, there is a store in the Concord Mall, Elkhart, Indiana. Robertson's is one of the largest retail department stores in the South Bend-Mishawaka area featuring 95 departments with a variety of merchandise plus a dining room for the convenience of shoppers.

Services Rendered: All merchandising and supporting functions are carried on by the Robertson's staff in one or both of their stores.

Number of Employees:

South Bend Store	565	Employees belong to three unions:
Elkhart Store	250-60	Teamsters, Retail Clerks, and Restaurants

Job Opportunities and Suggested Scholastic Background: In addition to sales clerks, Robertson's offers opportunities in a variety of occupations such as advertising lay out, beautician, bookkeeping, buyer, busboy, cashier, clerk, cook, copywriter, credit clerk, display person, dock worker, fashion coordinator, gift wrapper, kitchen worker, lay-away clerk, maid, mailroom clerk, maintenance worker, marker, merchandise manager, personnel interviewer, porter, PBX operator, seamstress, secretary, security person, serviceman, truck driver, upholsterer, waitress, and auditor. A high school education is recommended for most openings with specialized training necessary in many areas.

Entry Job Opportunities for Less Than High School Graduates: Many openings can be filled by persons without a high school diploma. The personality, attitude, ability, and special skills of the applicant are taken into consideration.

Future Occupational Needs of This Concern: The demand for employees will vary on a seasonal basis. Also, the need for employees is directly related to the national economy. However, due to employee turnover, openings occur on a regular basis.

Special Educational and Training Opportunities: Training sessions are conducted for new employees. Also, employees receive on-the-job training. Robertson's cooperates with the South Bend Community School Corporation by providing training opportunities for cooperative education students.

Business Tours By Student Groups: Tours can be arranged for student groups by contacting:

Mr. Louis Wilcox, Display Manager
Mrs. Delores Willis, Fashion Coordinator

Educational Materials: Robertson's has no educational materials available for student use.

Occupational Speakers: Robertson's will provide speakers for classes. Teachers should be specific about the area they want the speaker to cover. The following persons may be contacted:

Mrs. Samuel Joseph, Sales Promotion Manager
Mr. Louis Wilcox, Display Manager
Mr. Nelson Abrahams, Division Merchandise Manager
Mr. Floyd Hugus, Personnel Director

Contact Person for School Personnel:

Mrs. Dorothy Kelly, Employment Manager

Recommended Methods of Seeking Employment: Applicants may apply directly to the personnel office by asking for and completing an application form. It is best for individuals to apply alone--not with friends. Prospective employees are interviewed by a member of the personnel staff. Robertson's also considers individuals referred by the Indiana State Employment Service.

St. Joseph Bank & Trust Company
202 South Michigan Street
South Bend, IN 46601
234-4121

Contact: Mrs. Jan Bossung
Personnel Assistant

Report By: Miss Diana Timmons
Clay Middle School

Description: St. Joseph Bank & Trust Company is a full service commercial bank located in downtown South Bend with five branch banks in outlying areas to serve the community.

Services Rendered: The St. Joseph Bank & Trust Company offers a wide variety of services to customers including checking accounts, savings accounts, loans (mortgage, commercial, and installment), safety deposit boxes, trust services (wills and investments), international banking services, and travel information and services.

Number of Employees by Level of Work:

Professional Technical, Managerial	68
Clerical and Sales	50
Service	30
Processing	30
Machine Trades (Proof)	8
Miscellaneous	76
Total Employees	262

Job Opportunities and Suggested Scholastic Background: The job opportunities vary throughout the year. On the average there are fifteen applications for every job. A high school diploma is usually sufficient for most jobs. For a secretarial position, extensive dictaphone and typing experience is helpful. For clerical openings, a heavy math and machine background is beneficial. The following are job opportunities and requirements by department:

1. Installment Loan Department
   a. 16-20 people with four officers
   b. clerical help handles credit inquiries
   c. clerical help usually transferred from other departments--not entry level
   d. salaries range from $85-110 a week
   e. collectors are usually men—entry level positions

2. Safety Deposit and Vault
   a. 2 female employees
   b. entry level positions with on-the-job training
   c. switchboard operator does the relief work in department

3. Main Teller Line
   a. trained by bank in a 4-6 week training program
   b. some work experience required; do not usually hire directly out of school
   c. average pay $85-120 per week
   d. classifications: Teller I, Teller II (5-6 years experience), and Teller III (Supervisor)

4. Customer Service
   a. transfers from other departments--no entry level positions
   b. handle all accounts; must know background of bank
   c. average pay $120-150 per week
   d. requires a personable employee

5. Travel Agency
   a. employees usually have airline training
   b. no entry level positions
   c. pay is from $110-180 a week

6. Executive
   a. 90 percent of officers located in this area
   b. secretaries have had executive secretarial training or have come through the Cooperative Office Education program of the South Bend Community School Corporation
   c. $120-150 secretarial pay

7. Credit Department
   a. employees are classified as Clerk II and Clerk III
   b. average salary is $105-115.
   c. employees promotable to other areas

8. Computer Center
   a. programmers and keypunch operators
   b. big turnover in this department
   c. department runs three shifts a day, six days a week

9. Proofing Department
   a. employees trained on the job
   b. no experience required

10. Bookkeeping Department
   a. most jobs entry level positions
   b. check filing, returned checks, new accounts, savings
   c. employees start as check filers
   d. jobs require good math, typing, and good telephone voice

11. Trust Department
   a. employees handle wills, trusts, and investments
   b. degree preferred for these positions
   c. secretaries in this area usually transferred from other areas

Employee Benefits:

1. two weeks vacation after one year, three weeks after five years
2. ½ sick day per month up to 60 days
3. free checking and free travel agency service
4. pension plan
5. gifts of pins, bracelets, and necklaces
6. Christmas bonus is 5 per cent of annual salary

Saturday work is a disadvantage. However, if employees do work a half day on Saturday, they are compensated by receiving a full day off during the week.

Entry Job Opportunities for Less Than High School Graduates: Opportunities for non high school graduates are limited.

Future Occupational Needs: The bank has a very stable growth record. At the present time they are expanding their facilities. If they continue to grow, their need for employees will continue. Jobs most frequently open are on the entry level and are usually clerical in nature. Most jobs require some type of work experience.

Special Educational and Training Opportunities: The St. Joseph Bank & Trust Company offers classes free of charge to employees through the American Institute of Banking. The bank also has an Educational Opportunities Program through which employees may enroll in college classes which are related to their job. The tuition for these classes is reimbursed by the bank upon successful completion.

Business Tours by Student Groups: Arrangements may be made for tours by contacting the Personnel Department.

Educational Materials: There are no specific educational materials available for students.

Occupational Speakers: St. Joseph Bank & Trust Company is willing to furnish speakers for classes. Many of the bank employees are former cooperative office education students who would be of interest to students who are making career choices.

Contact Person for School Personnel:

Mrs. Jan Bossung, Personnel Department

Recommended Methods of Seeking Employment: Applicants may apply directly to the Personnel Department.

St. Joseph's Hospital
811 East Madison Street
South Bend, IN 46622
234-2151

Contact: Mr. Ralph Dillon
Assistant Director
of Personnel

Report By: Mr. Lewis Powell
Director
Vocational Education

Description: Saint Joseph's Hospital is a nonprofit, general hospital in South Bend, Indiana, serving the Michiana area. It is governed by a board of trustees comprised of representatives of the local community and of the Sisters of the Holy Cross. The hospital was established in 1882 and currently has beds for 334. Facilities will be expanded through the current building program. Saint Joseph's Hospital is a $10,000,000 a year business.

Services Rendered: Saint Joseph's Hospital offers the basic services of medicine, surgery, pediatrics and orthopedics. In addition, there are special intensive and coronary care units and a new renal dialysis unit. Also, the hospital has a pastoral care department, a social service program, and various other special services. The General Services include food service, general stores, housekeeping, laundry and linen, print shop, and purchasing. The efforts of volunteers are channeled through the Volunteer Services Coordinator.

Number of Employees: There are 757 employees (600 full time) in 170 job categories. Minority groups represent 17 per cent of the full-time employees and 9 per cent of the professional staff.

Job Opportunities and Suggested Scholastic Background: There are many types of job opportunities at Saint Joseph's Hospital:

Physical Therapist--Bachelor of Science Degree in physical therapy and licensed to practice in Indiana.

Physical Therapy Assistant--Two year academic program in a school qualified by the A.M.A. to train physical therapy assistants. Must work under the direction of a qualified physical therapist.

Chief Respiratory Therapist--Two and one half years formal training in AMA approved program. Associate of Science Degree or higher. Certification or National Registration.

Assistant Chief Respiratory Therapist--same as above.

Certified Respiratory Therapy Technician--two years experience under medical supervision or one year formal training in an approved technician program and certification through examination.

Respiratory Therapy Technician--on-the-job training.

Respiratory Therapy Aide--minimal or no experience.

Pharmacy Department Manager--registered pharmacist with at least five years experience in hospital pharmacy. Advanced degree preferred.

Staff Pharmacist--registered pharmacist with some hospital experience.

Pharmacy Apprentice--student who works summers while attending a College or Pharmacy.

Pharmacy Technician--high school graduate with some typing skill.

Clerk-Typist--high school graduate with basic office skills.

Admitting Clerk--fast accurate typist who can make the patient feel at ease.

Emergency Room Receptionist--fast accurate typist who can work under pressure.

Cashier--good with figures and have the ability to answer questions about bills.

Patient Insurance Representative--good typing ability and understanding of insurance forms.

File Clerk--ability to file and answer incoming calls and to assist with problems patients have with their bills.

Credit Clerk--type, answer telephone, general clerical work.

Financial Counselor--setting up bank loans, collecting payments, and finding public assistance for needy patients.

Controller--B.S. or B.B.A. degree with concentration in Accounting.

Accounting Manager--B.S. or B.B.A. with major in Accounting. Course work in English composition, cost accounting, budget analysis, statistical analysis, and business administration.

Controller's Secretary--high school diploma with two years of business school training: strong emphasis on shorthand, typing, mechanical machine transcription, and English.

Accounting Clerk--high school diploma with two years of accounting.

Accounting and Payroll Specialist--high school diploma with one or two years of business school training or its equivalent.

Accounts payable clerk--high school diploma; business courses and bookkeeping helpful.

Data Control Supervisor--completion of business school with emphasis on accounting theory and practice and data processing theory and operation.

Keypunch Operator--high school diploma and keypunch school certificate; bookkeeping and typing knowledge helpful.

Medical Records Department Manager--B. S. degree in Medical Records Science and Administration; a Registered Medical Records Administrator.

Assistant Medical Records Department Manager--either a Registered Medical Records Administrator or an Accredited Medical Record Technician.

Clerical Supervisor--Accredited Record Technician or an employee who exhibits a high degree of competence and knowledge in the Medical Record Department.

Medical Transcriptionist--high school graduate with a good knowledge of English usage and grammar; typing ability should be in the range of 60-70 words per minute.

Technician--high school graduate with a science background including physics, chemistry, and advanced math. In the future, two years of college will be required.

Radiologist--M.D. plus three years of residency in Radiology at an approved teaching hospital.

Radiographic Technician--high school plus satisfactory completion of formal radiologic technology training in an AMA approved school and meet the requirements for registry by the ARRT.

Nuclear Medicine Technician--high school diploma plus at least one year of full-time experience in clinical nuclear medicine technology including didactic experience equivalent to the curriculum recommended by the American Society of Radiologic Technologists and meet the requirements for registry by the American Registry of Radiologic Technologists or equivalent registry.

Office Supervisor--high school graduation plus a minimum of three years as staff typist and general office worker.

Orderlies;Aides--no specific education requirements.

Food Service Department Manager--degree in Food Service Administration and three to five years experience in preparation, purchasing, and production.

Assistant Department Manager--graduate of Food Service trade school with three to five years experience in production, preparation, purchasing, and handling subordinates.

Chief Therapeutic Dietitian--B. S. degree in Food and Nutrition plus one year ADA internship and registered with ADA for continuing education.

Dietitian Assistant--high school graduation with course in home economics and nutrition; one to two years experience in hospital food service.

Administrative Clerk--high school graduation plus specialized courses in typing, bookkeeping, general math, writing, and calculating machines. Experience in food service desirable.

Food Service Assistant--high school graduate; two years experience in food service department.

Cook--high school graduate; cook's school training desirable plus two years experience in institution volume cooking.

Storekeeper--high school graduate with one to two years experience in use of product flow and receiving and storing.

Baker--high school graduate, training in baking, oven work, decorating, and bench work; five years experience in all around baking.

Food Service Aide--on-the-job training.

Utility Aide--on-the-job training.

Entry Job Opportunities for Less Than High School Graduates: There are opportunities for aides, food service people, laundry workers, housekeepers, etc. who are not high school graduates. Approximately 70 per cent of the hospital staff possess at least a high school diploma.

Future Occupational Needs: There will be increased opportunities in all areas with the expansion of the hospital facilities.

Special Educational and Training Opportunities: Many employees receive on-the-job training that will lead to a certificate after taking a test in a particular area. Also, there is tuition reimbursement for up-grading at all levels. Tuition is reimbursed at 75 per cent through the School of Nursing.

Business Tours By Student Groups: Tours are available for student groups. Arrangements should be made in advance.

Educational Materials: Information sheets are available that outline duties and education requirements for all staff members. Also, there are brochures for employees and visitors explaining the hospital history, function, and facilities.

Occupational Speakers: Speakers will be provided on request.

Contact Person for School Personnel:

Mr. Ralph Dillon, Assistant Director of Personnel

Recommended Methods of Seeking Employment: Applicants may apply directly to the Personnel Department.

Note: This was an outstanding tour; all departments were well prepared.

Sears, Roebuck and Company
411 South Lafayette Boulevard
South Bend, IN 46601
289-7161

Contact: Mr. Kenneth Esterline
Personnel Director

Report By: Mrs. Alma Powell
Central Middle School

Description: Sears, Roebuck and Company is a chain retail merchandise store that does business across the length and breadth of the United States and overseas. Goods are purchased through the parent merchandising departments located in Chicago and New York. Next in line to the parent organization are the territorial organizations: an Eastern territory headquarters in Philadelphia, a Midwestern in Chicago, a Southern in Atlanta, a Southwestern in Dallas, and a Far West in Los Angeles. All catalog order plants report directly to the territorial vice presidents. The stores are organized into "groups" or "zones".

Services Rendered: The South Bend Sears store is a complete department store with wearing apparel, furniture, appliances, etc. It also has a catalog department and an auto service department.

Number of Employees: There are a total of 625 employees in the South Bend store. Approximately 30 per cent of the employees are under age 25. Part-time employees total 70 per cent. From 9½ to 10 per cent of the employees represent minority groups.

Job Opportunities and Suggested Scholastic Background: Most full-time positions are filled by part-time employees wanting additional hours. High school graduation is recommended for most openings.

Managerial positions are presently filled for the most part by individuals who have only a high school diploma but who have been promoted from within. However, Sears is looking for individuals with a college background for managerial positions. The store manager, Mr. Wade, stressed that promotions are still possible for young people who are willing to work.

Entry Job Opportunities for Less Than High School Graduates: Openings are limited for the individual who has not been graduated from high school. However, older "drop-outs" are considered for some jobs.

Future Occupational Needs: It is anticipated that the needs of the near future will be similar to the present. Growth is contingent upon the national economy. Sears will be looking for some college educated personnel as well as individuals who posses skills: truck drivers, electricians, carpenters, etc.

Special Educational and Training Opportunities: The Sears Extension Institute is available to any full-time employee. This is a correspondence type study directed towards self improvement in the employee's work. Also clinic type workshops are held which are geared toward solving problems or introducing new techniques.

Sears also participates in the cooperative education programs of the South Bend Community School Corporation in helping to train students while still in high school.

Business Tours By Student Groups: Tours are available for small groups of students if the request is made in advance.

Educational Materials: Sears, Roebuck and Company has a number of booklets and audio visual materials available through the Director of Consumer Information Services in Chicago, Illinois. Some of the materials available include:

Consumer Education in an Age of Adaptation
Department Store in the Classroom
Portable Appliances--Their Selection, Use and Care
Silhouettes of Fashion
Floor Coverings: Their Selection and Care
Fashions in Dining
Your Space Age Kitchen
Color in Home Furnishings
Using Retail Credit

Occupational Speakers: Speakers will be provided for the classroom if contacted with a specific request of the type of information wanted.

Contact Person for School Personnel:

Mr. Kenneth Esterline, Personnel Director

Recommended Methods of Seeking Employment with the Company: Individuals may apply directly to the personnel office. Appearance is very important. An application must be completed and a test may be necessary depending upon the type of opening that is being filled. Many young people obtain employment with Sears through one of the cooperative programs.

Sibley Machine & Foundry Corporation
206 East Tutt Street
South Bend, IN 46618
288-4611

Contact: Mr. Joseph M. Torok
Personnel Manager

Report By: Mr. Robert J. Sikorski
Assistant Principal
Clay High School

Description: Sibley Machine & Foundry Corporation was founded in 1874. Its headquarters are located at 206 East Tutt Street and the foundry is located a short distance away on West Eckman Street. Sibley is a leading producer of gray, ductile and white iron castings for the automotive, machine tool, printing machinery, hydraulic, construction, farm, home and related equipment industries. Sales are approximately $8,000,000 per year, and the general product market area is a 150 mile radius.

Services Rendered: Sibley offers their customers two main services; the casting of desired parts and the precision machining of these parts. They also machine parts that are cast elsewhere.

Number of Employees by Level of Work:

Technical	10
Managerial	8
Clerical	40
Sales	4
Service (Labor & Maintenance)	202
Processing (Molders & Coremakers)	45
Machine Trades (Machine Operators)	35
Miscellaneous (Foremen)	19
Total Employees	363

Job Opportunities and Suggested Scholastic Background: Employees in the Machine Division should have a high school education with a good background in math and machine processes. Post high school vocational training in machine processing is extremely helpful.

Entry Job Opportunities for Less Than High School Graduates: Opportunities for individuals who have less than a high school education would fall in the following areas: general labor, material handling, watchman, sweeper, and mail clerk. Employees must possess a strong desire to work.

Future Occupational Needs: It is anticipated that there will be future need for individuals trained in hydraulics, pneumatics, mechanical, and molding areas.

Special Educational and Training Opportunities: Employees can receive reimbursement for tuition fees and books for job oriented courses that are approved by the company. Special courses are periodically available of grade and high school level. Technical courses through Ivy Tech and RETS are approved.

Plant Tours By Student Groups: Student tours are limited to groups of 12 or less. Advance notice must be given as prior arrangements are necessary. Due to the inherent hazards of the operation, tours are not recommended for students below high school age. This is particularly true of the foundry division.

Educational Materials: Promotional pamphlets are available to teachers for students. Also two movies, "Rice Bowls to Rockets" and "Straight Line to Production" could be used in the classroom.

Occupational Speakers: Speakers are available for certain subject areas.

Contact Person for School Personnel:

Mr. Joseph M. Torok, Personnel Manager
Mr. Frank Sosnoski, Industrial Relations Manager

Recommended Methods of Seeking Employment with the Company: Applicants may apply directly to the Personnel Department.

South Bend Farm Equipment Company
701 South Chapin Street
South Bend, IN 46625
287-2301

Contact: Mr. Robert Schaeffer
Director
Industrial Relations

Report By: Mr. J. M. Kapsa
Guidance Counselor
Clay Middle School

Description: Oliver Corporation, White Farm Equipment, and South Bend Farm Equipment Company are all names used at one time or another by the oldest company in South Bend. Founded in 1855 and presently known as South Bend Farm Equipment this company is a mass producer of planters and tillage tools. While an established manufacturer of farm tools nationwide under the Oliver brand name, it was purchased as a subsidiary by White Motor Company of Cleveland. At this same time White Motor also purchased five other Oliver plants which were "strategically located to take maximum advantage of geographic assets, labor markets, and distribution facilities."

Besides the South Bend company only one former Oliver plant, located in Charles City, Iowa, is still operating. While the South Bend factory produces the tillage tools and plows, the Charles City plant produces the tractors under the same Oliver brand name. A third plant, The Cockshutt Farm Equipment of Brantford, Ontario, has recently been acquired, and it will be utilized for the manufacture of all the combines for White Motor.

Product Produced: The South Bend Farm Equipment Company manufactures all types of tillage tools and plows for White Motor under the Oliver brand as follows: harrows (disk and spring tooth types), hay tools (balers, forage harvesters, mowers, and side delivering rakes), farm loaders, planting equipment (pull and tool bar planters), and tool bars (diamond and square types).

Number of Employees by Level of Work:

	Men	Women	Total
Professional	12	1	13
Technical and Managerial	67	2	69
Clerical	7	40	47
Service	6	4	10
Technical Processing	26	0	26
Skilled Machine Trades	51	0	51
Semi-Skilled*	401	6	407

*Of the 407 semi-skilled workers, 142 belong to minority groups as compared to 4 minority employees in all the other departments combined.

Job Opportunities and Suggested Scholastic Background: Semi-skilled--A high school diploma is not required to obtain a semi-skilled job. Applicants are expected to possess a desire to work and to be able to achieve normal dexterity. Specific job skills will then be taught during a five to ten-day training period.

Professional, Technical, and Skilled--Jobs of the skill variety require high school graduation or equivalent plus ability and training in the specific area. Applicants for positions as tool and die workers, electricians, pipefitters, layout men, or similar areas should possess skill and competence in the field.

Clerical--Clerical openings require a high school diploma plus skill in typing, shorthand, and office machines. Tests in these areas are given to any interested applicant. Clerical workers start at approximately $3.50 per hour.

Entry Job Opportunities for Less Than High School Graduates: Semi-skilled jobs are open to those who are not high school graduates. These jobs are the ones offering the lowest pay, poorest working conditions, and most monotonous work. Employee turnover is the greatest in this area. Absenteeism is the highest on this level and is the most prevalent on Mondays and Fridays.

Future Occupational Needs: Contrary to fears that the plant might close, the management indicates that the plant is here to stary. Job openings are now scarce throughout South Bend Farm Equipment except in the semi-skilled areas. In the near future many openings will occur due to the large number of older employees who will reach the 63 or 65 retirement age.

Special Educational and Training Opportunities: Workers may receive up to $250 a semester for job-related classes either in college or at a technical school.

Plant Tours by Student Groups: The general public is allowed to visit the entire plant once a year. Tours are also available for groups of more than ten; however, it would be inadvisable for groups of young children to tour this company because of the dangers around the machinery in the plant. Mr. Jack Hitesman is the person in charge of company tours and other public relations services.

Educational Materials: Materials available in the personnel office include:

1. quarterly farm magazine published by the White Motor Corporation
2. pamphlet relating the history of the former Oliver plant
3. brochures on corn and cotton harvesters, harrows, hay tools, loaders, planting equipment, plows, spreaders, tool bars, and tractors.

Occupational Speakers: Speakers can be made available for classes if arrangements are made in advance.

Contact Person for School Personnel:

Mr. Robert Schaeffer, Director of Industrial Relations

Recommended Methods of Seeking Employment: Applicants may apply directly to the personnel office.

Considerations for Factory Employees:

1. unionized under the UAW #1095
2. openings for those willing to work
3. work paid by incentive
4. little turnover; majority of workers 40, 50, or 60 age brackets
5. most departments working three shifts
6. lowest pay is $4 per hour for sweeper
7. minorities are hired
8. high school education not necessary
9. equipment outdated
10. plant is hot and old
11. most positions are semi-skilled
12. fifteen day training period; ninety day probation period for any job

Considerations for Office Employees:

1. unionized under UAW #1096
2. clerical workers start at $3.50 an hour
3. new remodeled area for office departments
4. few openings available

Considerations for all Employees:

1. full-time nurse
2. good pension plan (after 30 years, draw $400 a month)
3. supplemental unemployment benefits
4. insurance coverage paid by the company
5. sick and accident benefits
6. hourly workers get a cost of living allowance
7. few lay-offs or strikes in past history
8. vacation time based on the number of years in the company
9. all workers represented by union representatives before dismissal can take place.

The major personnel problem of South Bend Farm Equipment is the absenteeism among unskilled and semi-skilled employees. Unlike their fathers, employees today feel no sense of duty or obligation to stay with a job which they may find unenjoyable or too demanding. Jobs are available for those people willing to work hard and long for a better than average wage.

South Bend Lathe
400 West Sample Street
South Bend, IN 46623
289-7771

Contact: Mr. Lloyd Burns
Personnel Director

Report By: Mrs. Joanne Bendall
Coordinator of
Home Economics

Description: South Bend Lathe is a manufacturing company that was founded in 1906. The plant was acquired in 1959 by AMSTED Industries, Inc., of Chicago, Illinois. AMSTED operates under a management philosophy of decentralization; each of the company's operating units has its own management group which is responsible for local operations and profits.

Product Produced: South Bend Lathe manufactures precision machine tools including metalworking lathes, power presses, automatic multiple spindle drilling and tapping machines, electrical discharge machines, sturdimills, and lathe accessories.

Number of Employees by Level of Work:

Professional, Technical, Managerial	69
Clerical and Sales	68
Service	5
Processing	5
Machine Trades	147
Bench Work	88
Miscellaneous	66
Total Employees	448

Job Opportunities and Suggested Scholastic Background: Non-skilled jobs do not necessarily require a high school diploma. Individuals who have graduated from high school are preferred for skilled openings. In addition, skilled jobs require additional training in machine shop work, blueprint reading, precision instrument reading, etc.

Women employed in the factory have generally had their training at Manpower at Western Michigan University. A total of 800 hours is required. Women are interested in the skilled positions in the factory because the salary is greater than that paid for office work.

All of the engineers employed at South Bend Lathe have degrees in Electrical or Mechanical Engineering. Salaries for engineers start at $850 per month. A college degree is not necessarily required for those in management.

Entry Job Opportunities for Less Than High School Graduates: Opportunities for truckers, scraper, craters, machine operators, etc. would not require high school graduation. There would possibly be some opportunities for general clerks or clerk-typists who have not been graduated from high school; however, promotional opportunities would be limited.

Future Occupational Needs: The most critical need is for skilled machinists. Openings occur continuously for factory personnel as well as for office clerks and secretaries.

During the month of January, 41 new employees were hired and 19 were terminated. Absenteeism is the major reason for dismissal. If an employee is absent an average of one to one and a half days per week during the 90-day probationary period, he is dismissed before the 90 days is over.

A recession at South Bend Lathe began three years ago. Employment has dropped; however, management is hopeful that the plant is recovering.

Special Educational and Training Opportunities: There are no formal training programs; however, on-the-job training is provided in all areas for candidates with the ability to learn a specific job.

The company does provide training sessions from time to time for both factory and office personnel in specified job areas.

There is a tuition refund policy for job-related courses provided that prior approval has been obtained.

Business Tours by Student Groups: Tours are available for potential customers and potential employees. At the present time, tours at random with no specific relationship to the machine tool industry have been discouraged due to present business conditions.

Educational Materials: Wall charts, training films, and training literature are available.

Occupational Speakers: Speakers will be provided if enough advance notice is given.

Contact Person for School Personnel:

Mr. Lloyd J. Burns, Director of Personnel
Mrs. Bobbie Klimek, Personnel Assistant

Recommended Methods of Seeking Employment: Applicants may apply directly to the personnel office. Also, referrals are accepted from the Indiana State Employment Service.

Additional Information: South Bend Lathe is a well-known company; every technical school in the United States has at least one South Bend Lathe.

The hours in the factory are 7:00 a.m. - 3:30 p.m. with 30 minutes for lunch and two 10 minute breaks. The average hourly wage is $4.01 per hour.

South Bend Lathe workers have an excellent retirement program. Some workers retire after thirty years, collect their retirement income and accept a job with another company.

South Bend Tribune
223 West Colfax Avenue
South Bend, IN 46601
233-6161

Contact: Mr. James McLaughlin
Personnel Director

Report By: Mr. Gerald Van Laecke
Clay High School

Description: The South Bend Tribune is the third largest paper in Indiana and the largest daily newspaper using the letterflex printing process. The letterflex produces a light weight plastic printing plate directly from a photographic negative. These plates replace the heavy metal sterotype plates that were used since the closing years of the 19th century.

The South Bend Tribune has served the South Bend area for over a century; the first issue was printed in 1872. Approximately 625 miles of paper is used each day; about 50 tons of recycled paper is utilized each week.

Product Produced: The South Bend Tribune is a daily newspaper with a circulation of 125,000. Six counties in Indiana and two counties in Michigan are served by this paper. The South Bend Tribune is run in several editions including the Indiana, Home, and Green Streak.

Number of Employees by Level of Work:

Professional, Technical, Managerial	262
Clerical and Sales	74
Service	10
Total Employees	346

Job Opportunities and Suggested Scholastic Background:

Typist--ability to type 60 words per minute
Pressman Apprenticeship--mechanically inclined
Printing Apprenticeship--ability to type 60 words per minute
Salesmen and Reporters--degree people with experience

Entry Job Opportunities for Less Than High School Graduates: Opportunities for individuals with less than high school graduation are very limited.

Future Occupational Needs: Good typists with clerical skills are usually in demand. Also, individuals are needed who possess technical and computer skills.

The South Bend Tribune will send employees to College of Commerce, Ivy Tech, or Indiana University at South Bend to receive advanced training that may be helpful in their present job or to help them advance to another position. The company will reimburse the employee upon successful completion of the course.

Business Tours by Student Groups: Tours are available for student groups of 10 to 20.

Educational Materials: The South Bend Tribune will provide schools with newspapers for educational use in the classroom. A Teacher's Guide is also provided which is entitled, "How to Use The Newspaper in the Classroom Program."

Occupational Speakers: Speakers will be provided upon request. Mr. Emery Hirschler of the Public Relations Department would make the arrangements.

Contact Person for School Personnel:

Mr. James McLaughlin, Personnel Director
Mr. Emery Hirschler, Assistant Promotion and Public Relations Director

Recommended Methods of Seeking Employment: Applicants may apply directly to the Personnel Department. Referrals are also made from the Indiana State Employment Service.

The Torrington Company
3702 West Sample Street
South Bend, IN 46621
288-9161

Contact: Mr. Gerald Borchers
Personnel Manager

Report By: Mr. Larry Smothers
Central Middle School

Description: The Torrington Company in South Bend began operation in 1928 as Bantam Bearings Corporation. The Torrington Company of Torrington, Connecticut, acquired the Bantam Bearings Corporation in 1935. Torrington merged with Ingersoll-Rand in 1969; however, The Torrington Company operates somewhat independently and has retained its identity.

Product Produced: The Torrington Company in South Bend produces many types of anti-friction bearings. Approximately 50 per cent of the bearings are custom made. This is a precision-type industry; therefore many jobs required skilled workers. The Torrington Company is a major supplier of dependable bearings for construction equipment, metal mill equipment, drilling and pumping equipment, hand tools, movie projectors, etc.

Number of Employees: There are approximately 800 employees at The Torrington Company in South Bend.

Job Opportunities and Suggested Scholastic Background: Most hourly employees need a mechanical aptitude and should be able to read blueprints. The plant employs 25 to 30 graduate engineers. Engineers with experience are preferred. Their sales engineers must be technically qualified and have the ability to sell. Sales engineers are trained in Connecticut and South Bend and then are put with an experienced person in the field. There are many job opportunities for minorities.

The average hourly employee has been working at Torrington from twenty to thirty years. The turnover is low.

Entry Job Opportunities for Less Than High School Graduates: Openings are limited for individuals who have not been graduated from high school. However, applicants with a sound aptitude in machine skills who possess a desire to work and a desire to learn would be considered.

Future Occupational Needs: It is not anticipated that great numbers of people will be needed in the near future. However, expansion plans are being considered and openings do occur periodically because of turnover and retirements.

Special Educational and Training Opportunities: There are no particular educational opportunities other than on-the-job training.

Plant Tours by Student Groups: Tours can be made available for limited number of students if arrangements are made well in advance.

Educational Materials: Promotional pamphlets that illustrate The Torrington Company products are available.

Occupational Speakers: Available speakers would be very limited; however, a possibility.

Contact Person for School Personnel:

Mr. Gerald Borchers, Personnel Manager

Recommended Methods of Seeking Employment: Interest applicants should apply directly to the company personnel office. Applications are not taken unless there are openings.

III. Implementation Plans

JOHN ADAMS HIGH SCHOOL

Mr. Bill Blauvelt, Distributive Education:

Although Mr. Blauvelt has been working with career education in a very positive way through his distributive education classes, he now has a much broader concept of the term. He expressed the need for career education to be implemented in all subject areas.

Mr. Blauvelt will introduce the concept of career education to the other faculty members at John Adams High School through a series of information sheets that he plans to develop. These information sheets will be distributed periodically to all faculty members. The titles of his information sheets are planned as follows:

1. What is Career Education?
2. What Career Education Isn't.
3. Why Career Education?
4. History of Career Education
5. The Classroom Teacher and Career Education
6. Career Education--Questions and Answers
7. Career Education--Questions and Answers
8. Career Education--Questions and Answers
9. English and Career Education
10. Social Studies and Career Education
11. Math and Career Education
12. Science and Career Education
13. Music and Career Education
14. Art and Career Education
15. Foreign Language and Career Education
16. Health and Career Education
17. Business and Career Education
18. Industrial Arts and Career Education

CENTRAL MIDDLE SCHOOL

Mr. Larry Smothers, Business Education:

Mr. Smothers plans to implement career education in his introduction to business classes through field trips to some of the participating businesses of the Career Guidance Institute. Speakers will also be asked to talk to his classes.

Students will investigate careers in which they express an interest, and they will report on these careers to their classmates. Employment applicantions (many were received on the tours) will be duplicated, and students will be taught how to complete these forms.

The Career Resource Center will be utilized as a source of films and other types of materials.

Mrs. Alma Powell, Assistant Principal:

During Orientation Week, the Central Middle School teachers will be given a brief introduction to career guidance. During the year, a representative from the Career Resource Center will be asked to speak to the teachers at a faculty meeting.

Mrs. Powell will make available to the department chairmen in social studies, science, math, English, business, fine arts, industrial arts, and home economics career education materials that may be discussed in departmental meetings.

Reports of departmental activities in the area of career education will be distributed to other departments to let students and faculty members know what others are doing. The Guidance Department will also advise parents of the activities through newsletters to parents.

CLAY MIDDLE SCHOOL

Miss Diana Timmons, Typing:

Miss Timmons plans to work with classes in completing job applications and typing letters of application. She will also encourage students to type reports concerning jobs in which they are interested for extra credit. She will help students develop self-awareness by giving them problem situations to which they will type answers.

Mr. James Kapsa, Guidance Counselor:

Paul Elliott of the Career Resource Center has been asked to talk to all teachers during the first week of school about career education.

A Career Week is planned for Clay Middle School:

--Each subject area will spend one week on career interests in their area.
--The team teaching approach will be used involving all teachers in the subject area from 7th, 8th, and 9th grades
--Guidance Counselors will serve as coordinators
--Teachers will be encouraged to develop curriculum materials for their area

A Career Materials Center will be created at Clay Middle School and the Kuder Preference Test will be given to all 8th graders.

Speakers will be invited to the classrooms and tours will be planned for students:

--Speakers and tours will be based on student interest as determined from a questionnaire to be developed.
--Parents will be used as reference sources and speakers.
--Selected students will be given the opportunity of spending one day with people in an occupation of their choice.

CLAY HIGH SCHOOL

Mr. Gerald VanLaecke, Industrial Arts:

Mr. Van Laecke noted that career education should not replace present course content; however, relationships can be drawn between content and possible careers. Classroom and laboratory activities can be related to industrial processes and run as much like an industrial plant as possible.

Field trips will be planned that will emphasize the occupational opportunities rather than the product produced. Also, industrial speakers will be invited to talk about their occupations in relation to advantages, qualifications, future, etc.

Occupational pamphlets will be distributed from the Indiana State Employment Service. Also magazine articles relating to occupations in the industrial field can be given to students.

Mr. Robert Sikorski, Assistant Principal:

I. Increase staff awareness (General staff meeting)
   A. Define Career Guidance.
      1. identify all inclusive nature
      2. stress importance
      3. suggest methods of approach
      4. provide industry resource people at initial meeting
      5. use student input
         a. have students relate career objectives
         b. have students indicate curriculum deficiencies apparent to them.
   B. Develop an on-going "awareness program" of Career Guidance among the staff.

II. Increase guidance activity in Career Guidance.
   A. Develop an on-going program of informational output related to Career Guidance.
   B. Develop formal and informal approaches.
      1. assemblies
      2. resource center promoted

III. Plan a Career Day for students at least three times a year.
   A. to be conducted in own building
   B. utilize all available community resources
      1. identify qualifications
      2. identify opportunities
      3. relate data
   C. provide channels for follow-up activity

IV. Staff In-Service
   A. Develop a minimum of two career consultants for each staff member (consultants to be obtained from available community resource people).
   B. Promote a team approach to objectives--encourage interaction of "values identification" at both levels.
   C. Solicit and encourage input from all sources. (Pursue these efforts without restraint and inhibition--nothing should pre-empt this approach.)

LASALLE HIGH SCHOOL

Mr. Robert Majewski, Business Education:
Mrs. Gwen Stines, Guidance Counselor :

Mrs. Stines and Mr. Majewski proposed that an English mini-course entitled "The World of Work" be added to the thirty-six mini-courses now available to students at LaSalle High School. This class would meet for one fifty-five minute period, five times weekly, for twelve weeks.

The course is designed to develop English skills while exploring vocational areas. Although the course would be classified within the English Department, it would have a 'core' or multi-academic approach. The facts or information gleaned from the course might be in the field of economics, social studies, business, or mathematics; however, English techniques and skills would be taught.

The course would be geared for slow learners, low-motivated learners, and underachievers who have weaknesses in the basic skills of reading, writing, listening, or thinking. The instructional emphasis would include group interaction in the form of group dynamics and committee work. All facts or information would be of a 'practical nature'--directly related to real-life situations. Suggested materials are as follows:

"Human Relations Kit" by R. Thickol, McGraw-Hill Book Company
"Job Experience Kits" by Science Research Associates
"The World of Work" by Educational Resources, Inc. (Cassette Tape)
"Getting and Keeping Your First Job"--filmstrip
"If You're Not Going To College"--filmstrip
"Overview of Technical Education"--filmstrip
"Why Work At All?"--filmstrip
"Preparing for Jobs in the 70's"--filmstrip

RILEY HIGH SCHOOL

Mr. Thomas I. Black, English:

Mr. Black plans to revise an English course that he has taught entitled What's Happening I? The course is a low phased course and may be selected by any tenth grade student. It is a "doing-type" course. In the past the seventh through the twelfth weeks were concerned with the student's relationships with professional people and his legal obligations. These weeks would provide excellent opportunities to expand the unit and give the student an opportunity to broaden his concepts, to make career choices based upon his self-awareness, and accurate up-to-date occupational information.

Mr. Black's objective is to familiarize the student with as many different occupations as possible throughout the entire course. Hopefully, the student will realize that he must prepare himself so that he is ready to enter a school of higher education or that he must possess a salable skill for entering useful and rewarding employment.

Occupational speakers will be utilized and field trips will be taken as often as possible.

Mr. Roman Sysyn, Art:

Mr. Sysyn felt that a Career Guidance Institute should be held for all departmental chairmen so that they in turn could influence the curriculum and teachers in their departments. He also suggested that the school needs a "Career Guidance" counselor who would schedule weekly lectures by local businessmen on demands and requirements of their specific companies.

Mrs. Margaret S. Cassidy, Guidance Counselor:

Mrs. Cassidy's plans to "rock the boat" include:

1. Interaction with faculty members to persuade them to do one unit each semester on careers stemming from their subject field. (Mrs. Cassidy would serve as a resource person.)

2. Rely heavily upon the expertise of the American National Bank and Trust Company, AM General Corporation, and Memorial Hospital. Perhaps a student could accompany a worker on a job for a day; perhaps even try the job where no danger is involved.

3. Use the yearly career preference survey to set up regularly scheduled small groups for counseling.

4. Tap workers from the community in order to share their know-how.

5. Arrange to take small groups to business or industry of their choice to observe, ask questions, and get feel of specified occupation.

6. Encourage counselees to interview people on job.

7. Foster role-playing and job simulations.

8. Practice writing personal resume--possibly a project for English.

9. Use recent graduates and dropouts to provide valuable insights because they are contemporaries.

10. Make use of testing facilities and interpretation of results through Indiana State Employment Service.

11. Request additional job information and speakers from U. S. Department of Labor, Manpower Administration.

12. Re-establish relationship with Indiana Career Resource Center and its abundance of materials.

Mrs. Cassidy also suggested that our administrators embark on a concerted effort to upgrade yearly vocational knowledge of administrators, teachers, and counselors.

WASHINGTON HIGH SCHOOL

Mr. Phillip E. Peregrine, Social Studies:

The CGI will be explained to all social science teachers. After the teachers have had an opportunity to react and think about career education, another session will be held. A lesson plan will be constructed by this instructor and used to sell the teachers on career education.

One of the mini-courses in the social science area at Washington High School deals with the future, specifically studying change and its affect on our culture. The impact of the future will have on careers will be covered while pursuing the book, Future Shock, by Alvin Toffler.

Career Government which places students on location in many governmental offices will stress selecting a career. The program to date has dealt with government as a rapidly growing field of employment and as a device to teach theory and practice of government. Next year the government officials will be asked to deal with careers (professional and nonprofessional) as related to their office.

Mrs. Donna M. Gollnick, Home Economics:

A group of incoming freshmen students identified as low-level readers will be grouped in Learning 100 (combination of social studies and English), Introduction to the World of Work, and either Home Economics or Industrial Arts. The teachers and freshman counselor will develop the career education concept with this control group of students as follows:

1. The teachers will plan for the classes with the counselor.
2. The teacher of Introduction to the World of Work will serve as the leader or coordinator of the group; the counselor will contact speakers and arrange field trips.
3. The teachers and counselor will participate in training sessions conducted by personnel from the Career Resource Center in understanding career education and developing realistic goals.
4. The teachers will meet periodically to evaluate and plan.

To validate the results, a pretest and post test will be developed. These tests will be given to the control group and to an equal number of other freshmen students. Rather than a written evaluation instrument, taped interviews will be administered at the beginning and the end of the year.

If the career education experiment proves successful, it is hoped that all freshman classes can become involved with career education in the 1974-75 school year. Possibly the following year, career education can be incorporated into the curriculum at all grade levels.

Presently, Mrs. Gollnick is conducting a concentrated exploratory program in her Introduction to the World of Work class. Materials are being utilized from the Career Resource Center. Also, speakers are being invited into the classroom and field trips are being planned.

Mrs. Lois Alyea, Guidance Counselor:

1. One counselor in the Guidance Department should become a vocational counselor.
2. Career education units should be taught in freshmen and senior classes through social studies or English classes.
3. Seminars and field trips should be organized covering possible careers in the local community.
4. A larger Guidance Laboratory should be established to accommodate all interested students.
5. During orientation week, guidance counselors should visit departmental meetings to discuss how career education can be incorporated into different subject areas.

HARRISON SCHOOL

Mr. Robert R. Slauson, Principal:

Mr. Slauson has submitted a proposal for a pilot program for Career Education at Harrison School to the Career Exploration and Guidance Division of the Indiana State Department of Education. If this program is approved, the concepts of career education will be integrated into the existing curriculum at Harrison school (K through 8).

ADMINISTRATION

Mr. Lewis Powell, Director of Vocational Education:

In my position, I have the opportunity to initiate, instigate, and implement new programs and procedures and to change old ones.

I hope to encourage instructors to work more in the career guidance area by using field trips and speakers. Even though we are training students in a particular area, they are not made aware of the broad range of occupational opportunities.

I will encourage our guidance departments to implement career guidance on all levels and in all areas.

Mrs. Joanne Bendall, Home Economics Coordinator:

During one of the home economics staff meetings next fall, I plan to invite Cam Gibson, counselor, Indiana State Employment Service, to speak to the entire home economics staff so that all staff members are aware of all of the pamphlets and services available. After this

presentation, the home economics teachers will be in a better position to guide students in choosing careers.

I would like to have the Orientation to the World of Work classes visit with Mr. Phil Anderson, counselor, Indiana State Employment, concerning help for the disadvantaged student. Also, the teachers should be aware of the WIN program. If the teachers were aware of this program perhaps the students could discuss the program with their parents at home, suggest that their parents enroll in the WIN program, and eventually we may get more people off the welfare rolls.

In both the Orientation to the World of Work classes and the Family Living classes, field trips could be arranged through South Bend Lathe, South Bend Farm Equipment, Roach Appleton Manufacturing Company, and other participating companies to see what job offerings are available without a college degree.

The Family Living, Clothing, Orientation to the World of Work, and certain business course offerings could organize a team teaching unit dealing with grooming for the job and actually role play job interviews. From comments made in all of my visitations, grooming is still very important regardless of the relaxed dress codes of recent years. With a combined effort I feel we could improve the applicants appearance if they realized their appearance would influence their future employment.

IV. Evaluation

ANALYSIS OF INSTITUTE IN LIGHT OF OBJECTIVES

The Career Guidance Institute was evaluated by the participants in oral and written form. Those who participated were in general agreement that it was a meaningful and successful experience for the students, counselors, administrative personnel, and those from the business sector. The goals and objectives of the CGI (See Appendix B) were accomplished; however, some of the objectives were met to a greater degree than others.

The most effective aspect was in the area of communication between educators and businessmen. The stage has been set; now it is up to the educators to initiate further contacts. Most of the businessmen have domonstrated that they are willing to help in many ways if called upon to do so.

The third objective,

> Participants will investigate local employment opportunities through tours of several businesses.....

was met exceedingly well through a series of well-organized, ocupationally oriented tours.

The fifth objective, involving the formulation of career guidance implementation plans was also very thoroughly achieved. Participants' plans for implementation career guidance can be found in Section C of this report. Their plans reflect their enthusiasm and belief in career guidance.

Although the participants did not specifically review occupational reports concerning local and state occupational needs, they did discover the occupational needs of each participating company. In addition, all educators visited the Indiana State Employment Service where they were informed of current local and state needs.

A number of problem areas of disadvantaged students bridging the gap between the school environment and the business community were identified--absenteeism, job skills, career goals, etc. Identifying the problems were not too difficult; finding solutions is quite another matter. Therefore, perhaps this objective was not met as well as some of the others.

The first objective dealing with communication, motivation, and cultural and social identification of disadvantaged youth was the weakest area of the Institute. Although some of the materials were somewhat helpful, an additional seminar session should have been scheduled with consultants in this area. However, a comparison of responses of questions 9 through 13 of the pre test and post test do indicate that the participants understanding of disadvantaged students increased somewhat.

INSIGHT GAINED -- CAREER OPPORTUNITIES

The Career Guidance Institute participants found that there are numerous career opportunities for all youth including those who are economically disadvantaged. Participants were surprised to learn that there are even opportunities for those youth who have not been graduated from high school if they have acquired some skills in trade math or blueprint reading, are 18 years of age, and have a desire to work.

The exposure was total as far as job opportunities were concerned--not just limited to disadvantaged. The teachers and counselors reflected that they now feel much more secure in guiding students in their career choice regardless of the student's academic potential.

While graduation from college is the route that some students should be encouraged to follow, participants discovered many opportunities for advancement for high school graduates and non high school graduates. Most of the businesses offer on-the-job training to interested employees. In addition, young people with a desire to go to college can attain that goal while working for concerns that have educational reimbursement programs.

Several of the concerns visited provide training stations for high school youth through the cooperative programs of the South Bend Community School Corporation.

Participants found that employers are looking for the person who, regardless of race or background, can be trained to do a job.

CAREER GUIDANCE--CHANGES IN ATTITUDE

The participants indicated that their understanding of career guidance had increased a great deal through the period of the Institute. Many stated that they actually had little knowledge of career education or guidance prior to the Institute. Typical statements of participants follow:

> I realize now how little knowledge I had about career education. I feel much more emphasis must be placed on it at all grade levels.
>
> I see the value in beginning career guidance in the early stages of a student's life. Career Guidance should be a planned program of activities suitable to the age level of the students.....
>
> The Institute stimulated me to work harder for more materials, space, and help in expediting a more comprehensive career guidance program in our high school.
>
> Before I took this class, I knew very little about the job market in South Bend.
>
> I became more aware of the necessity of intorducing students to a wide area of background skills through high school.
>
> I can do much in helping the student with self awareness.
>
> What I believed to be a sound awareness at the outset has been considerably enriched! This impact cannot help but improve my ability to provide students with realistic occupational counseling.
>
> Before the Institute, I thought of career education as vocational training..... Now I view career education as an integrated part of all courses from preschool classes through post high school.

SUGGESTIONS FOR IMPROVEMENT

While the participants were generally enthusiastic about the Career Guidance Institute, they also offered many suggestions for improvement. Typical suggestions follow:

> The Institute should plan several class sessions to aid in the study and understanding of disadvantaged youth.....The understanding or misunderstanding of disadvantaged youth will have a grave effect on the classroom situation, the teacher's enthusiasm, and continuation of programs.
>
> It would have been helpful if we could have had a session where we could have had some speakers or some reports on exactly what techniques are currently being used in schools for career education. I still feel very insecure about what routes to pursue.
>
> The students that accompanied me on the tours were so enthusiastic that I regretted not being able to have more students share this opportunity.
>
> The Institute could be improved by assigning both educators and student to a chosen occupation for a day or even a few hours. This will eliminate the problem of a job looking interesting but ending up being too boring or difficult.
>
> The chief thing is to make sure that there are more such Institutes so that more and more staff members of our schools are exposed to first-hand observation of on-the-job workers. Perhaps the inclusion of local labor officials in the Institute would be both wise and helpful.
>
> I believe this type of Institute should be available every year for educators and that it should be organized so that companies fill out up-to-date information reports on their particular company as to job opportunities and training programs for that year.
>
> An Institute of this sort could be beneficial to more people if those participating in tours of business and industry had a means of transmitting the knowledge they gain from the tour to teachers throughout the school system.

STUDENT EVALUATION

A representative group of students took part in the tours. A panel of these students reacted to the following questions at the final meeting of the Career Guidance Institute on April 30:

How did you and your fellow students feel about the tours?
What value did you see in the tours?
What kinds of things did you learn?
What did you dislike?
If teachers and counselors in your building were to continue these tours, what kinds of improvements could be made to make these experiences more meaningful to students?

The students were in agreement that more students should have been involved in the tours. They found the tours interesting; however, expressed the concern that with so many teachers and administrators present, they were reluctant to ask questions. One student reflected that all students would benefit if teachers and counselors really knew about job requirements and opportunities and could relate this information to their classes.

One student was surprised to learn that so many jobs are monotnous in nature. He indicated that even though he could receive a good salary for such jobs, he would not be interested. One girl changed her career objective when she found out about the requirements and salary for the job of her choice.

One suggested that it might be well to have a representative of the company come visit after the tour; he thought of questions to ask later. Also, it was suggested that information before taking tours would have been helpful.

PRETEST AND POST TEST ANALYSIS*

The Pretest and Post Test that were given to the 18 participants (See Appendix A) consisted of two parts. The first part was a listing of 30 job titles and the respondent had to indicate required education, training, yearly income and occupational mobility as they understood it for the titles listed. The second part is a 15-question form and the respondent recorded his perceptions of his body of knowledge related to career guidance on a 10-point continuum. The more positive the response the closer to the 10 rating on the continuum. The more negative response the closer to 0 is recorded. You have 11 choices 0-10. As far as the first part is concerned the respondents were moderately successful on basic requirements, yearly income, and occupational mobility. The second part, that of the 15 questions on a 0-10 point continuum, shows a slightly different picture. The chart below depicts results of the Pretest (given before the Institute on 1-18-73 and Post Test given on 4-30-73).

Pretest (1-18-73)	Average Responses N=18 Question	Post Test (4-30-73)
4.22	1	4.94
3.67	2	4.33
3.11	3	3.89
4.33	4	6.89
5.33	5	8.11
4.28	6	8.28
3.89	7	7.28
3.61	8	8.06
6.33	9	7.36
6.06	10	6.89
6.11	11	7.19
7.22	12	8.56
6.33	13	7.11
8.11	14	8.83
6.17	15	9.17
5.25 Overall Average		7.12 Overall Average

As you can see improvement was made as a result of the respondents having attended the Institute relative to a higher level of personal confidence toward positive responses. On the Pretest the overall average was 5.25 vs. 7.12 for the Post Test, an improvement of approximately 18 percent.

By looking at the average response charts, improvement was seen in each question; the one with the greatest improvement was question 8 with an improvement factor of 4.45 percentage points or more than doubled. This question is related to fringe benefits found in local business. By reviewing low to high in sequential listing, we see a median of 4.33 in our Pretest and 7.28 in Post Test for an approximate 3 percentage point improvement of 69 per cent.

Pretest	Average Responses Position	Post Test
3.11	1	3.89
3.61	2	4.33
3.61	3	4.94
3.67	4	6.89
3.89	5	6.89
4.22	6	7.11
4.28	7	7.17
4.33	8	7.28
5.33	9	7.39
6.06	10	8.06
6.11	11	8.11
6.17	12	8.28
6.33	13	8.56
7.22	14	8.83
8.11	15	9.17

Although no standard was set ahead of time, I was somewhat disappointed in the amount of the improvement percentage. I personally felt it would be at least twice the figure recorded. However, the "seed" is definitely

"planted" with the counselors, teachers and administrative personnel and should bear fruit in the future.

* Pretest and Post Test analysis by Mr. Emil Reznik, Vice President of Human Resources Department, Associates Corporation of North America.

A. Listed below are occupations held by persons in the South Bend-Mishawaka area. Please indicate your knowledge of local employment opportunities by: (1) checking one or more of the columns under TRAINING REQUIRED for each occupation, (2) writing the approximate yearly income a person might expect to earn in each occupation, and (3) indicating whether or not you feel that the job has occupational mobility.

	TRAINING REQUIRED					Occupational Mobility	
	High School	Trade School	Two-Year College	Four-Year College	Yearly Income	Yes	No
1. Press Operator (Heavy Duty)							
2. Key Punch Operator							
3. Rate Clerk, Freight							
4. Bank Teller							
5. Project Engineer							
6. Pay Roll Clerk							
7. Wire Assembler							
8. Ward Clerk							
9. Nursing Assistant							
10. Medical Record Librarian							
11. X-Ray Technician							
12. News Reporter							
13. Manager Trainee							
14. Buyer (Retail)							
15. Advertising Salesman							
16. Millwright							
17. Programmer							
18. Production Scheduler							
19. Welder							
20. Sales Correspondent							
21. Proof Machine Operator (Bank)							
22. Electrician (Mfg. Co.)							
23. Accountant							
24. Tool-and-Die Maker							
25. Bookkeeper							
26. Purchasing Agent							
27. Cashier-Checker							
28. Coremaker							
29. Stenographer							
30. Sales Clerk							

B. Read each statement listed below and circle the number on the scale which most nearly corresponds to your own assessment of your present degree of knowledge, understanding, skill or attitude referred to in the question with "0" being the lowest point and "10" the highest point on the scale.

1. Indicate the degree to which you utilize materials prepared by business and industry to supplement student instruction.

0 1 2 3 4 5 6 7 8 9 10

2. Indicate the extent to which you invite speakers from the business community to enrich student experiences.

0 1 2 3 4 5 6 7 8 9 10

3. Indicate the degree to which you use student field trips as an integral part of instruction.

0 1 2 3 4 5 6 7 8 9 10

4. Indicate your present competency in developing materials for student use as preparation for entering the local job market.

0 1 2 3 4 5 6 7 8 9 10

5. Indicate the degree of your present knowledge of employment opportunities available in the South Bend-Mishawaka area.

0 1 2 3 4 5 6 7 8 9 10

6. Indicate the extent of your familiarity with application forms used by local businesses.

0 1 2 3 4 5 6 7 8 9 10

7. Indicate the degree of your present knowledge of employment tests administered to applicants for local job openings.

0 1 2 3 4 5 6 7 8 9 10

Appendix A (Continued)

8. Indicate the extent of your knowledge of the types of fringe benefits offered to employees by local firms.

0 1 2 3 4 5 6 7 8 9 10

9. Indicate the degree of your present understanding of living patterns of disadvantaged students.

0 1 2 3 4 5 6 7 8 9 10

10. Indicate the degree of your present understanding of the attitudes of disadvantaged students toward employment.

0 1 2 3 4 5 6 7 8 9 10

11. Indicate the degree of your present understanding of the attitudes of disadvantaged students toward the business community.

0 1 2 3 4 5 6 7 8 9 10

12. Indicate your present degree of skill in communicating with disadvantaged students.

0 1 2 3 4 5 6 7 8 9 10

13. Indicate the extent of your understanding of the ways in which disadvantaged students are motivated.

0 1 2 3 4 5 6 7 8 9 10

14. Indicate the degree of your understanding of the term "Career Education."

0 1 2 3 4 5 6 7 8 9 10

15. Indicate the extent of your knowledge of the services provided by the Indiana State Employment Service.

0 1 2 3 4 5 6 7 8 9 10

Appendix B

Local CGI Goals and specific behavioral objectives:

The goal of the CGI will be to establish and maintain an effective vehicle for an ongoing communications program between educators and the business community. As a result of the institute, guidance counselors and teachers will be able to help students make career choices based upon self awareness and accurate up-to-date occupational information.

1. Participants will study
   a. communication with disadvantaged youth
   b. motivation of disadvantaged youth
   c. cultural and social identification of disadvantaged youth

2. Participants will review current occupational reports concerning local and state occupational needs.

3. Participants will investigate local employment opportunities through tours of several businesses to study and observe:
   a. interviewing techniques
   b. application forms
   c. hiring procedures
   d. employment tests
   e. job openings
      (1) education required
      (2) skills and personality required
      (3) promotion possibilities
      (4) hourly rate or salary
   f. fringe benefits
      (1) vacations
      (2) insurance
      (3) sick leave
      (4) inservice education
      (5) continuing education
   g. company study
      (1) annual report
      (2) future plans

4. Through tours, seminar sessions, and informal conversations with businessmen, educators can identify possible problem areas of disadvantaged students in bridging the gap between the school environment and the business community.

5. Participants will formulate plans for working with disadvantaged students in groups and on an individual basis in their own schools. Field trips will be planned for students following seminar completion.

Appendix C

Career Guidance Institute Educational Participants:

William Blauvelt	John Adams High	DE Coordinator
Alma Powell	Central Middle	Administrative Assistant
Larry Smothers	Central Middle	Business Teacher
James Kapsa	Clay Middle	Counselor
Diana Timmons	Clay Middle	Business Teacher
Gerald Van Laecke	Clay High	Industrial Arts Teacher
Robert Sikorski	Clay High	Assistant Principal
Gwen Stines	LaSalle High	Counselor
Robert Majewski	LaSalle High	Business Teacher
Thomas I. Black	Riley High	English Teacher
Roman Sysyn	Riley High	Art Teacher
Margaret Cassidy	Riley High	Counselor
Donna Gollnick	Washington High	Home Economics Teacher
Philip E. Peregrine	Washington High	Social Studies Teacher
Lois Alyea	Washington High	Counselor
Joanne Bendall	Education Center	Home Econ. Coordinator
Lewis Powell	Education Center	Vocational Education Director
Robert Slauson	Harrison School	Principal

Appendix D

MATERIALS LIST

Career Education Communicator, Vol. 1, No. 2; Vol. 1, No. 3
National Center for Occupational Education

Career Education Resource Guide, 1972
General Learning Corporation

Career and Occupational Development Objectives, 1971
National Assessment of Educational Progress

Counseling and Guidance: A Call for Change, 1972
6th REPORT, National Advisory Council on Vocational Education

Learning in the Small Group, 1971
Institute for Development of Educational Activities, Inc.

Report of AVA Task Force on Career Education, 1972
American Vocational Association

Teaching English with a Focus on Values
Teaching History with a Focus on Values
Teaching Science with a Focus on Values
The Search for Values with a Focus on Math
Adirondack Mountain Humanistac Education Center

Values Clarification, A Handbook of Practical Strategies for
Teachers and Students, 1972, Hart Publishing Company